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The "Greater Opportunity Program", funded by ESEA Title III, has provided academic instruction, cultural stimulation, and supportive counseling to 100 underachieving disadvantaged Hartford boys about to enter high school. The resident program has been conducted at the Hotchkiss School using the independent school's staff for 7-week periods during three summers. The objective of the program has been to raise the boys' self-concept and to improve their academic record so that they may be admitted to college. Proctors (former participants in the program and students at Hotchkiss) live with and tutor the boys, and families in the area invite them into their homes. The boys are followed up during the school year through tutoring sessions and informal social activities with the Hotchkiss students, and the program staff and counselors in the boys' high schools cooperate to plan academic programs. The counseling and social activities of the program and reports of the boys' progress in various subjects are summarized. (EF)

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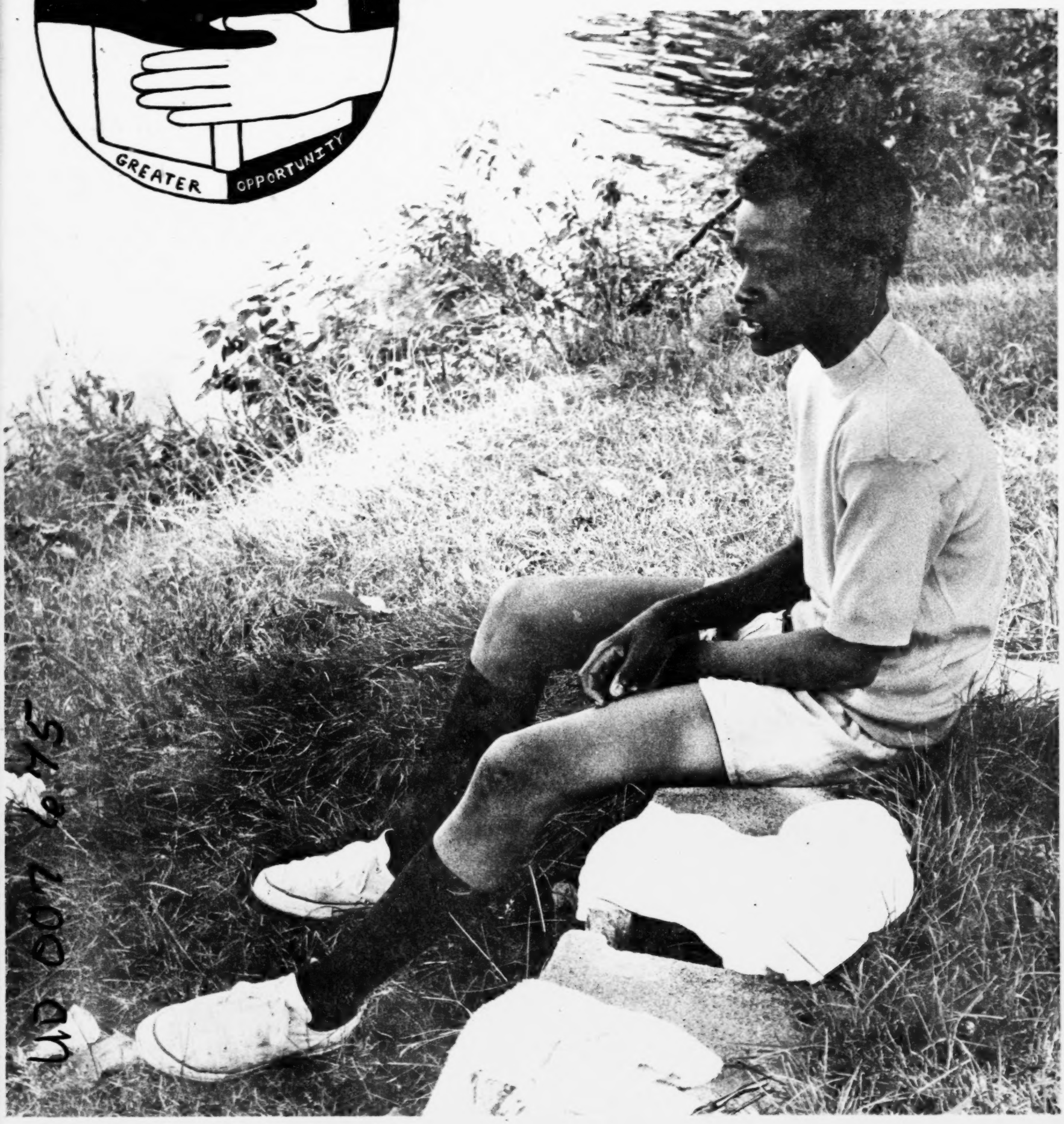

UD 007 675

INTERIM REPORT

SUMMER 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE HARTFORD-HOTCHKISS GREATER OPPORTUNITY PROGRAM

Interim report to the State Department of Education,
and the Hartford Board of Education.

UD 007 675

Hartford Times, Tuesday October 1,1968

Weaver Boys Laud Hotchkiss Program

By KATHRYN SCHUELKE

The Weaver High School freshman smiled and thought for a moment. Then he leaned back in his chair and said, "It's my wild imaginative dream to be a scientist or a doctor finding out new diseases."

Melvin Smith is proud to talk of his hopes for the future, but, before last summer, he might not have dreamed such a dream.

Before last summer Melvin went to Annie Fisher School. There were people who thought he had a lot of potential, but Melvin's grades didn't show it on paper.

He couldn't write English themes, he says, "because I couldn't think."

Then last summer Melvin volunteered for a special three-summer program at Hotchkiss School. He won an award there for making the most progress among 102 other Hartford boys.

Now, he "can write themes just like that," he says, snapping his fingers.

* * *

Seven of Melvin's friends have big goals, too. Stanley Hardy and Glenn Black want to be architects. Gordon Brown and Sandy Dillard look toward engineering. Rodney Howard hopes to teach, and Paul Ciarciello, to become a veterinarian "because I like animals." James Winar, like Melvin, turns to science.

The other day the eight Weaver boys sat down to talk about their goals and about their first summer at Hotchkiss.

High Regard

All of them displayed Hotchkiss book covers, Hotchkiss note books, Hotchkiss jackets.

"It's not crowded like this place," said Stanley, looking around Weaver.

"It is helping us to get through high school and to get a start toward our goals. It gives us just an edge over the others," said Melvin.

"Everything we did at Hotchkiss we're doing here now, and I just sit back in class. I know it already," said Paul.

"They give you a chance to say what you want to say," added Gordon.

Edwin Holland, Weaver guidance counselor and a member of the Hotchkiss summer faculty, interrupted the boys' plaudits.

"It's not that we are miraculous as teachers," he said. "We just are working to build their confidence in themselves. They can write themes now because they are more sure of themselves.

Since it started in 1965, the program has been trying to build that self-confidence its participants seemed to lack in their ability to achieve academic success.

Hotchkiss takes what educators call "underachievers" and tries to bring their work into line with their potential. The object is to give the students a better shot at college.

The program began with 100 boys from New England and New York low-income homes. It was sponsored by the Rockefeller Foundation.

The boys did well, and Hotchkiss decided to start on its second group of 102 last summer.

Hartford GO

This time, though, the program is called Greater Opportunity (G.O.); is funded under federal education, not poverty funds, and draws all its boys from Hartford elementary schools. All entered the three city high schools this fall.

For three summers the boys live on the private school's Lakeville campus; study English, writing, reading and math in small groups; visit Lakeville homes from time to time; learn to use a library and read extra books, and take part in extensive recreational activities.

No Snap

When they enter city high schools, the Hotchkiss summer faculty visit them often and counsel them. After they complete the program, they can still call on Hotchkiss for a helping hand to gain college admission.

Holland noted the boys are cautioned that the program is not easy.

"We know some of their ghetto backgrounds, but we don't use that as an excuse," he explained. "We feel that if a great deal is demanded of them, they will come through."

The faculty, he went on, is more concerned with what a boy is learning than whether he is homesick, thinks he has too much homework or is unhappy.

Most, however, are happy because they see themselves accomplishing more than they ever dreamed, said Holland.

"Some of them come to us and say they are dumb. We tell them not to let anybody convince them of that."

The program, though its goals are long-range, yields some tangible results right off the bat.

All the Weaver boys this fall went into freshmen courses a level or two above what they expected. They were taken out of non-college courses and put in those which would help them get ready for higher education.

Classes Easier

And some of them claim even these courses are too easy.

"What we learned in seven weeks we learn here in six months," said Gordon. "Math is easier for me now."

"This is all just review for me now," agreed Rodney.

"It's because they are teaching us good study habits at Hotchkiss," added Melvin.

All enjoyed dormitory life, "especially the pillow fights after study hall at night."

"It gives you a chance to live away from home and learn more," explained Glenn.

"I got to live with boys all my age," said Paul. "No one near home is my age."

"They could add on another week," added Sandy, speaking about the seven-week length of the program.

All of the boys are looking forward to a winter exchange program Hotchkiss hopes to start soon. That will bring the Weaver boys back to Hotchkiss for visits and the Hotchkiss boys down to Weaver.

"I hope we don't just go visit the school," said Melvin. "I want a little more."

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FOREWORD

Sitting in Mr. Holland's office in Weaver High School, discussing a G. O. boy who needed extra help, his mathematics teacher said, "What did you do to these boys at Hotchkiss? They stand out. They do their homework. They raise their hands to answer questions. They're different." This report will attempt to say "what we did to these boys". We would also like to say they are not different. They are like thousands of youngsters in our inner-city areas. They are "up-tight" as the kids would say. Strangely enough, "up-tight" can mean loose and relaxed and great or bound-up, in trouble, and no way to move. The latter meaning applies here. Like a motor unoiled and neglected, our youngsters were "bound-up". Fearful of failure they fully expected, beautiful minds unchallenged. In this way our youngsters were "typical", not different.

What is different is the opportunity given them by Title III funds through the Hartford Board of Education and the Headmaster and Trustees of The Hotchkiss School. An opportunity to learn. An opportunity to think. An opportunity to be part of, and loved by, the larger community. If they are now, as we are told, reacting differently, they do so because the whole action toward them was different, atypical. Children reflect what is done to them. Hopefully, our society will one day allow all her children to reflect good things done to them.

David Paul Kern
Director

BACKGROUND and PURPOSE:

Having conducted with support from the Rockefeller Foundation, three summer sessions with winter follow-up, for one hundred inner-city boys from eighteen major cities, the Headmaster and the Trustees of the Hotchkiss School concluded:

1- The basic premise, that an independent school could offer a useful service to those in our cities needing supplementary education, was well founded.

2- With the completion rate of 72% of the original one hundred boys and the promise of 84% of all the boys worked with over a three year period going to college, it was evident that a receptive atmosphere existed in the cities for supplementary education.

3- The full resources of the Hotchkiss School could be brought to bear if we worked with one major city as near to the Hotchkiss School as possible.

4- The faculty of the school having developed a much needed skill, funding should be sought to continue the "Greater Opportunity Program".

As we had worked with boys from the previous Program attending the Hartford Public High School and the Weaver High School, we knew the city of Hartford, Connecticut to have a large and growing inner-city population. We also knew that a progressive Board of Education and school personnel were making great efforts to fulfill their mandate to educate all her children.

A series of meetings with Mr. Ezra Melrose, the principal of Weaver High School and Dr. C. Duncan Yetman, the principal of Hartford Public High School, Mr. William G. Saxton, Director of Secondary Education, Mr. Robert Nearine and Dr. Robert Miles of the Board of Education, Mr. A. William Olsen, Jr., Headmaster of The Hotchkiss School, and the Rev. David P. Kern, Director of the "Greater Opportunity" Program were held. Approval of a partnership concept was given by the Board of Education and Superintendent of Schools, Mr. Medill Bair, and the Board voted to send a letter of appreciation to The Hotchkiss School and to assure the officials of the school of the utmost cooperation of the Hartford schools.

Further consultations with Mr. Roger Richards, Title III Coordinator, and Dr. Harold Howe, II, U.S. Commissioner of Education, Washington, D. C., and a great deal of hard work by Mr. Robert Nearine, led to a proposal with the following objectives:

A. The objectives of the "Greater Opportunity Program" are:

1. To provide one-hundred post-eighth grade underprivileged boys with an individual program of remediation designed to produce an academic record indicative of college admission.
2. To produce in each student a belief and a knowledge that he, too, can complete a rigorous preparatory program leading to college admission.
3. To provide a vehicle which will demonstrate that the strengths of a private school can effectively extend and supplement existent public school services.

B. Activities and procedures to be utilized include:

1. An intensive seven-week summer program of academic instruction, cultural stimulation, and supportive counseling conducted in residence at the Hotchkiss School, and covering a three-year period of time.
2. A twice monthly academic-year exchange of both Hotchkiss and Hartford students for social and tutorial programs.
3. An intensive program of year-round supportive services conducted for students, in Hartford and by Hotchkiss personnel.
4. The development of operational plans for a working dialogue between other private schools and urban communities.

STUDENT SELECTION:

Selection started with a meeting arranged by Mr. Joseph Constantine, Coordinator of Guidance, at which we were able to present to all the eighth-grade guidance counselors in the city the criteria and procedure for selection.

Criteria:

A. Eighth-grade boy.

B. Economically, culturally or educationally deprived.

C. Special stress on welfare cases and hard core poverty children.

D. Under-achiever. There is under-achieving on almost every level. Here we were especially interested in the unmotivated student.

E. Potential for higher education based on non-objective criteria.

Procedure:

A. Nomination by guidance counselor.

B. Group interview with program director.

C. Application from student and parent.

D. Individual interview.

E. Visit to applicant's home and interview with parent.

F. Acceptance.

G. Stanford Achievement Test administered.

Special tribute should be given to the eighth-grade counselors. Many long, hard hours were given to the selection and testing process to assure nomination of those boys most needing the extra help. If in the past guidance counselors have been over cautious or overly conscious of standardized scores, this was nowhere evident in the selection of this group. A successful summer was in great part due to the careful and concerned work of these men and women.

SENDING SCHOOLS and COUNSELORS:

School	Number of Students	Guidance Counselor
Clarence A. Barbour School	5	Eugene Plankey
Barnard Brown School	3	Raymond F. Brown
Brackett-Northeast School	23	J. Bernard Simmons
Dominick F. Burns School	4	Charles Oliver
Alfred E. Burr School	2	Rose Cavalieri
Annie Fisher School	6	Richard Raterman
Dr. Michael D. Fox School	2	Louis Sanzaro
Eleanor B. Kennelly School	2	Mary C. Finn

School, continued	Number of Students	Guidance Counselor
Richard J. Kinsella School	5	Charles Oliver
Moylan-McDonough School	2	Myron Cohen
New Park Ave. School	3	Henderson Duval
Northwest-Jones School	23	Norman Labbe
Sarah J. Rawson School	2	Chester Kennedy
Mark Twain School	1	Chester Kennedy
West Middle School	6	Eugene Plankey
Fred D. Wish School	2	Henry Haddad

TOTAL ENROLLMENT	102
Withdrew	11
Completed summer	91

Represented by:

Negro	69
White	18
Puerto Rican	4
	91

Return to:

Hartford High School	
A. Main Building	14
B. Higher Horizons	18
C. Annex	16
	48
Weaver High School	29
Bulkley High School	10

Private Schools

Marvelwood School, Cornwall, Conn.	1
Kingswood School West Hartford, Conn.	1
Westledge School West Simsbury, Conn.	2

FACULTY and STAFF

The faculty and staff was composed of master teachers and undergraduate counselors or proctors. Past experience indicated the following characteristics were desirable:

1. All teachers had to be of proven experience.
2. In addition, all teachers must have shown themselves to be resourceful, willing to experiment, and able to cope with situations where no rigid rules applied.
3. A racial balance was necessary so that the students would find in their instructors a positive image with which to identify.
4. A balance of public and private school teaching experience was deemed desirable.

TEACHING FACULTY

Name	Subject	School Affiliation
A. William Olsen, Jr.	Advisor	The Hotchkiss School Lakeville, Connecticut
William G. Saxton	Director, Secondary Education	Hartford, Conn. Board of Education
Christopher Carlisle	English	The Hotchkiss School Lakeville, Conn.

Name, continued	Subject	School Affiliation
James Carlisle	English	The Fenn School Concord, Mass.
Walter J. Crain	Mathematics	Wadleigh Jr. High School New York City, N.Y.
C. Arthur Eddy	Mathematics	The Hotchkiss School Lakeville, Connecticut
Clinton N. Ely	English	Friends Central School Philadelphia, Penna.
Apostolos D. Fliakos	Athletics	Students, Yale University New Haven, Connecticut
Edwin L. Holland	Reading Guidance	Weaver High School Hartford, Connecticut
Jeannette Marcucci	Guidance	Hillhouse High School New Haven, Connecticut
Stephen Marcucci	Mathematics	Hillhouse High School New Haven, Connecticut
James L. Marks, III	English	The Hotchkiss School Lakeville, Connecticut
Jane Mercer	Librarian	The Hotchkiss School Lakeville, Connecticut
Richard Peoples	Guidance	Hartford High School Hartford, Connecticut
Jannette Roberts	Reading	Wilbur Cross High School New Haven, Connecticut
Josephine Rudd	Reading	The Salisbury School Salisbury, Connecticut
David M. San Giacomo	English	Hartford High School Hartford, Connecticut
Dr. Clyde Skelly	Psychologist	Housatonic Valley Regional School Falls Village, Conn.
Philip B. Svigals	Music - Art	Student, Yale University New Haven, Connecticut

Name, continued	Subject	School Affiliation
Caroline Townsend	Reading	Hartford Public High Hartford, Connecticut
Lester Turner	Mathematics	Wilbur Cross High School New Haven, Connecticut

Medical Staff

Dr. F. E. Smith	Medical Director	The Hotchkiss School Lakeville, Connecticut
Patricia Fliakos	Nurse	Grace-New Haven Hospital New Haven, Connecticut
Mary K. Green	Nurse	Indian Mountain School Lakeville, Connecticut

UNDERGRADUATE COUNSELORS

Past experience had shown the undergraduate counselor to be an essential person in reaching and working with the inner-city youngster. As counselor, tutor, friend and someone who also strives in the student world, the proctor serves as a bridge between the world of adult demands and the world of the apprehensive and sometimes hostile world inhabited by our youngsters when they begin an academically demanding program.

This summer, for the first time, we were able to staff this position with boys who had previously been students in the Program and were now seniors in city high schools and Hotchkiss under-graduates. One brought to the Program immediate personal experience with the inner-city; the other a highly disciplined approach to studies. The two groups were completely complementary and provided a very strong and gifted support to both faculty and students.

The role of the proctor was threefold:

1. Tutor
2. Counselor
3. Friend

As a tutor, the proctor was in charge of the afternoon and evening study periods. Living in the dorms with the boys enabled the proctors to be very accessible. Each proctor was specifically responsible for 5 boys. While the effort and approach differed among the proctors, depending on many human factors, by and large the system worked well. It is fair to say that much of the progress this summer was the result of the individual attention the proctors gave the boys. For example, some boys could not do mathematics because they could not understand the written instructions. Once these were made clear, the student could, and did move along with his assignment. For English the boys had to write themes. After reviewing this assignment with the proctors, and suggestions made, the boy would then apply himself with new enthusiasm. This individual help is felt to be indispensible for the ultimate success of the project.

As counselor and friend, the proctors again fulfilled a most important role. With the boys on the playing field, on hikes, or just "bulling" in the rooms, a great tie of friendship and respect grew between student and proctor. The student was "theirs" in every respect. As a buddy, as an older brother, and as an interpreter of "other authority figures", each proctor's role fulfills a great many needs and solves a great many problems for this type of boy.

PROCTORS

Name	Home School	Year of Graduation
Wilson Ben *	Salisbury School Salisbury, Conn.	1969
David R. Dangler	The Hotchkiss School Lakeville, Connecticut	1969
Preston W. Farr	The Hotchkiss School Lakeville, Connecticut	1968
George Jackson *	Kennedy High School Waterbury, Connecticut	1969
Evans Jacobs, Jr. *	Hillhouse High School New Haven, Connecticut	1969
Joseph Johnson *	Harding High School Bridgeport, Connecticut	1969
David E. Johnson *	Hartford High School Hartford, Connecticut	1969
Timothy Johnson	The Hotchkiss School Lakeville, Connecticut	1969
David Kellogg	The Groton School Groton, Mass.	1968
John N. Matel	The Hotchkiss School Lakeville, Connecticut	1969
John V. McClure	The Hotchkiss School Lakeville, Connecticut	1969
Jerome Meadows *	George Washington High School New York, N.Y.	1969
David M. Paul	The Hotchkiss School Lakeville, Connecticut	1969
Andrew A. Rich	The Hotchkiss School Lakeville, Connecticut	1969
Jose A. Rodriguez *	DeWitt Clinton High School New York, N.Y.	1969
Albert Smith, Jr.	DeWitt Clinton High School New York, N.Y.	1969

Name, continued	Home School	Year of Graduation
Ralph Veytia, Jr. *	Kingston High School Kingston, New York	1969
Thomas C. Warrington	The Hotchkiss School Lakeville, Connecticut	1968
Clarence Weatherspoon, Jr.*	Weaver High School Hartford, Connecticut	1969
Robert J. Woodbine *	DeWitt Clinton High School New York, N.Y.	1969

* These boys are G.O. boys who participated in the G.O. Program for three years.

Negro 8

White 12

EGO BUILDING

Our students were failing to make the most of their educational opportunity at home for many reasons, not least of which was their low self esteem. Their color, their economic status, their low grades only reinforced their expectations of failure in school and in life. Undergirding and pervading our educational philosophy is the recognition that each student must be helped to "feel worthwhile". In short, his ego structure must be reinforced. The following are some of the ways this concept is built into the structure of the Program.

I. Selection:

Efforts to change a boy's self-image started during the selection process itself. During this period:

1. Boys were reminded that they were chosen over

many applicants.

2. They were assured that academic failure would not determine their status for returning. Effort and attitude were stressed.
3. Homes were visited and questions of parents and boys answered at great length.

II. Program Design

Many features of the Program itself were designed to help this process of self-reinforcement.

1. No marks. Comments were numerous.
2. Small classes - 12 to a class.
3. Individual help. There was always a proctor or teacher available for individual help.
4. No punishments - Although difficult at first, we found a system of incentives for positive actions was well responded to.
5. Counseling. Both group and individual counseling was done. Professional counselors were augmented by the entire faculty.
6. Athletic program designed to build confidence. (See Athletic Report.)
7. "Eye Opener" sessions. Four sessions were held involving a successful person who had come from a background similar to the boy's.
   July 10th - Mr. Curtis L. Manns

University of Connecticut
Storrs, Connecticut

July 17th- Mr. Thomas Borders
Personnel Department
Hartford Insurance Group
Hartford, Connecticut

Aug. 2nd- Barry Loncke, New Haven, Conn.

Aug. 13th- Gerard Peterson
Aetna Welfare Union Groups
Hartford, Connecticut

8. Interpreting to the boys the results of testing. Both success and failure were discussed and their contributing factors.

9. Assuring the boys they could come back each summer, unless they did not want to or did not try hard enough.

10. Assuring the boys we would support them in the winter as well as in the summer.

11. Sunday Home Visits. Key to our approach to fortify the "self image" was our determination not to allow the boys to isolate, in their minds, the opportunity of being at Hotchkiss from the attitude of society in general. The broader the participation in the Program, the more the individual boy would have to relate this experience to the general experience of his life. For this reason, we asked the people of the surrounding communities to invite the boys to their homes for Sunday Church, dinner, and an afternoon program. This they did. All of the boys except the twenty on an over-night hike, were invited out each Sunday.

> At first, the reaction of the boys was apprehensive. This changed quickly to interest and, eventually, to genuine gratitude as they came to realize they were really wanted and appreciated by their host families. This program was very successful for the boys. It also gave great satisfaction to the host families and had the additional desirable side effect of drawing the general community and the school very close.
>
> Each family was asked to evaluate the visit. The following presents a fairly typical Sunday. General community interest, lots of T. L. C.

The following letter from a hostess illustrates the general informal atmosphere that was the rule for Sunday hospitality:

Dear Sir:

I enclose the page which came with your letter. My answers actually convey very little of my general impression. Complete shyness, of course, at first - or perhaps a display of dignity. Brother John of the Holy Ghost Fathers was a house guest - he is also my own brother - and he and my daughter took them before lunch for a swim in the pool at the house of a dear, old friend. There, there was a fourteen year old with whom they had lots of fun playing with an inflated inner tube, etc. It was cold, but once they had dived in, all went well. Before they left, they bought corn from a neighbor. I asked how many each could tuck away.

David - One
Paul - "As many as you can cook".
Larry - "Three, four".

Before dinner, as we had our usual aperitif, they seemed to find tomato juice and Fritos strange. Upon coaxing, Paul and David indulged, Larry, no. He would like a soft drink or some kind of fruit juice. He settled for orange juice, Fritos finished (a large bowl). Paul carved a big roast of beef, settled down happily to eat. Larry's corn untouched. "Corn should be yellow. This isn't. I don't think I'd like it." It was white and yellow, called butter and egg,

young and delicious. He ate one ear gingerly. Paul tore happily through three or four. Before lunch, during the tomato juice interval, they spotted our gun rack. Without a "may I", each took one, and with evident joy, started cocking, etc. I said if my daughter had suitable shells, we might have a little target practice. Daughter thought this a very poor idea. Guns put back, but as soon as lunch was over, back they went to the rack, each pointing out windows, testing his eye perhaps. Finally, my brother said it was bad for the guns to be put into such action without shells and they were reluctantly put back on the rack. Next, they practiced golf, very happily. Paul was so relaxed that when Babs was ready to drive them to Audubon House to see the exhibits, Paul said, breezily, "I'm just three shots away". It took eight shots, but he wasn't disturbed. Apparently they enjoyed the Audubon exhibits very much. They returned to collect jackets, odd shoes, etc., more Coke and they took with them the remnant of a third custard pie they had had for dessert.

We were conscious of the hackneyed expression, Generation Gap, because Babs says they were really relaxed when they were in the pool with the 14 year old. However, when I was sitting with them on the lawn, there were some explosive laughs - we were talking of higher education - I told them Babs had a degree in Engineering at MIT. She couldn't fix a chair, but Larry doped out what was wrong with it and did fix it.

When I mistakenly said "agoraphobia" one of them said quickly, "Don't you mean claustrophobia"?, the topic being my son's command of a submarine. I say not again because were they to come, it would just be chow and chat - even the golf clubs will be gone.

Sincerely,

They came frightened and bewildered. There was much serious homesickness. There was constant "testing" in the beginning, looking for clues as to what we really thought of them. Many boys were physically present but emotionally far removed from us. The changes were dramatic. Their posture changed, the look in their eyes changed as they came to trust us more and began to "open". While difficult to scientifically measure the reasons for the somewhat dramatic change in both attitude and personality it seems evident that two factors, (1) a demanding academic program that is attainable with support, and (2) a personality reinforcing approach, when used together, give a very desirable result with this type, and probably every other type of boy.

EVALUATION OF STUDENT PROGRESS

Student achievement at the Program's beginning ranged, according to the Stanford Achievement test from third through tenth grade. Classes were composed on the basis of this test knowing the results to be inaccurate. The second day of the Program, boys were shifted up or down depending on the teacher's classroom evaluation.

Each week half the students were evaluated by the faculty at the regular faculty meeting with the goal of determining each student's progress. There were also many recommendations to move youngsters to the next group up.

This provided a constant review of progress and enabled us to com ply with the much appreciated principle of "instant reward" for good work.

These pragmatic evaluations were always in reference to professional data being gathered by Dr. Skelly (see Psychological report).

The final faculty meeting (10 A. M. - 3 P. M.) reviewed each boy's progress measuring this against the high school course recommendation of the eighth grade counselor. In most cases our recommendation, based on progress made during the summer, was to request a level higher in each subject area. All program changes were graciously made by the three high schools.

WINTER FOLLOW-UP

The program design calls for three levels of winter follow-up.

1. Continuing work with the G. O. boys.

2. Administrative consultation between the Hartford High School administration and the administration of the Hotchkiss School.
3. Institutional involvement, - public - private. Hopefully, this will take the form of exchange and cooperative programs between the schools.

PART I - PHASE I

At this writing we have just completed the first of once-a-week trips to Hartford to tutor G. O. boys. Each G. O. student has been assigned a Hotchkiss student to work with him one hour a week, tutoring in all areas of difficulty. Another hour and one-half will be spent together in informal activities, planned by the boys. Hopefully this will involve home visitations and time spent in the community together.

PHASE II

This will involve bringing G. O. boys to the Lakeville campus once a month, arriving Friday night and staying through Saturday. Again, the program will include academic and social activity.

A permanent student-faculty committee, chaired by Mr. A. Wm. Olsen, Jr. has been appointed and will submit an evolving plan to the faculty each term. Part two and three of the follow-up will, as with the initial effort, be developed in close cooperation with the public school administration.

The professional level for the winter follow-up sees Mr. Edwin Holland, of Weaver High School, and Mr. Richard Peoples of Hartford Public

High School working as part-time employees of the Program in their respective schools. Before school opened, these men were at their desks changing programs and preparing the way for the boys initial contact with the high school. Group meetings, individual consultations, and calling upon the Director for home visitations have already taken place and will continue.

The Director, in addition to planning and coordinating the winter follow-up, is visiting the homes and schools and being available to all those connected with the Program.

Winter follow-up results will be reported in the Spring report.

TYPICAL DAY

Daily			Sunday		
7:30 A.M.	-	Breakfast	8:30 A.M.	-	Breakfast
8:15 A.M.	-	First period			
9:00 A.M.	-	Second period			
9:45 A.M.	-	Third period			
10:25 A.M.	-	Break			
10:40 A.M.	-	Fourth period			
11:25 A.M.	-	Fifth period			
12:15 P.M.	-	Lunch	1:00 P.M.	-	Lunch
1:15 P.M.	-	Study until 2:00			
2:15 P.M.	-	Sports until 4:45			
5:30 P.M.	-	Supper	5:30 P.M.	-	Supper
6:15 P.M.	-	Evening Activities until 7:20	6:15 P.M.	-	Evening Activities until 7:20
7:30 P.M.	-	Study until 9:00	7:30 P.M.	-	Study until 9:00
9:00 P.M.	-	9:30 P.M. Free Time	9:00 P.M.	-	9:30 P.M. Free Time
9:30 P.M.	-	9:45 P.M. On corridor. Preparation for bed.	9:30 P.M.	-	9:45 P.M. On corridor. Preparation for bed.
9:45 P.M.	-	Lights out!	9:45 P.M.	-	Lights out!

SATURDAYS ONLY

In rooms at 10:00 P.M. or 1/2 hour after the movie ends.

10:00 - 10:30 P.M.	In room. Free time.
10:30 P.M.	Lights out!

(The normal schedule carried by a boy consisted of 4 recitation periods each 40 minutes in length.)

PSYCHOLOGY REPORT

INTELLIGENCE LEVELS

Range of Intelligence Levels

Ninety-three pupils were administered the Wechsler Intelligence Scale for Children (WISC), an individual intelligence test. An inspection of Table I reveals that the intelligence test results ranged from average through the very superior levels of intelligence.

Trends in Intellectual Capacity

The two general trends in intelligence were for the pupils to have:

1. Average or high average intellectual capacity.
2. Superior or very superior intellectual capacity.

Relative to general expectancies, there were more pupils with high average, superior, and very superior intellectual capacities and fewer pupils with average intellectual capacity in this group of ninety-three students. This finding indicated a select or a typical group of students as far as intellectual capacity was concerned.

Differences Between Verbal and Performance IQ's

The major trends concerning the differences between verbal and performance IQ's (See Table II) were as follows:

1. One-half of the students (50%) obtained verbal and performance IQ's which differed nine points or less.
2. One-fourth (25%) of the students obtained verbal IQ's which were ten or more points higher than their performance IQ's.
3. One-fourth (25%) of the students obtained performance IQ's which were ten or more points higher than their verbal IQ's.

4. Most of the students (72%) who obtained full scale IQ's of 140 or above had verbal IQ's ten or more points higher than their performance IQ's.

TABLE I *

DISTRIBUTION OF INTELLIGENCE (WISC)
BY IQ RANGES FOR NINETY-THREE PUPILS

IQ Range N = 93	Verbal IQ n	%	Perf. IQ n	%	Full IQ n	%
90 - 109	14	15	18	19	14	15
110 - 119	30	32	28	30	28	30
120 - 129	33	35	26	28	27	29
130 - 139	10	11	18	19	17	18
140 & above	6	7	3	4	7	8
TOTAL	93	100%	93	100%	93	100%

* Percentages based on column totals.

TABLE II *

NUMBER OF PUPILS AT SELECTED IQ RANGES PRESENTING SIGNIFICANT DIFFERENCES BETWEEN WISC VERBAL AND PERFORMANCE IQs

Full Scale IQ Range NT = 93	Verbal IQ 10 or more points higher than Perf. IQ		Perf. IQ 10 or more points higher than Verbal IQ		Difference between Verbal and Perf. IQs is 9 points or less	
	n	%	n	%	n	%
90 - 109 (N=14)	2	14	2	14	10	72
110 - 119 (N=28)	5	18	8	28	15	54
120 - 129 (N=27)	8	30	6	22	13	48
130 - 139 (N=17)	3	18	6	35	8	47
140 & Above (N=7)	5	72	1	14	1	14
TOTAL (N=93)	23	25	23	25	47	50

* Percentages are based on row totals.

These findings were interpreted as follows:

1. One-half of the students revealed small differences between their integrative-sequential and encoding abilities, and their visual-motor and spatial abilities.

2. One-fourth of the students revealed higher integrative-sequential and encoding abilities than visual-motor and spatial abilities. This group included a subgroup of very superior intelligence.

3. One-fourth of the students revealed higher visual-motor and spatial abilities than integrative-sequential and encoding abilities.

LEARNING/ACHIEVEMENT DIFFICULTIES

On the basis of achievement tests, language tests, and class products five groups of learning/achievement difficulties were established (see Table III). They were as follows:

1. Difficulty in Math was the only achievement problem presented. This was a moderately large group.

2. Difficulty in reading was the only achievement problem presented. This was a moderately large group.

3. Difficulties in general vocabulary and spelling were the achievement problems presented. This was a moderately large group.

4. General language difficulties involving background of language experiences, basic language structures and patterns, written and oral expression, reading, spelling, verbal fluency, and problem-solving attack skills with verbal material. This was a small group.

5. General learning and achievement difficulties in all basic subject-matter areas (math, reading, language, and spelling). This was a moderately large group. It did not contain any students with global learning disabilities.

The basic trend for the total group was for students (73%) to present some kind and level of learning/achievement difficulties. It should be

stressed here that the major emphasis in this part of the study was to determine the presence of certain groups of learning/achievement difficulties, and not the exact number of students in each of these groups.

INTELLIGENCE SUBTEST PATTERNS

Five Subtest Patterns Associated with Language/Learning Difficulties

TABLE III *

NUMBER OF PUPILS IN FIVE LEARNING-DIFFICULTY AREAS

Area of Difficulty	Difficulty Present		Difficulty Not Present		Number of Pupils Tested
	n	%	n	%	
Math Difficulty	30	67	15	33	45
Read. Difficulty	54	60	36	40	90
Gen. Vocabulary Diff.	43	46	50	54	93
Gen. Language Diff.	19	20	74	80	93
Gen. Learning Diff.	21	47	24	53	45
TOTAL	68	73	25	27	93

* Percentages are based on row totals.

Table IV presents data on five subtest patterns associated with language/learning difficulties. A subtest pattern was defined as the size of the relationship existing between two or more subtests or groups of subtests. Each of the five subtest patterns are described in Table IV.

An inspection of Table IV reveals the following information:

1. Pattern III is frequent in the learning/difficulty group.
2. Pattern V is frequent in the language/difficulty group.

The basic trend here is for the five subtest patterns to be infrequent in this group of ninety-three students.

Extent of Subtest Patterns in the Group

Twenty-five subtest patterns on the Wechsler Intelligence Scale for Children were explored. Eight of these twenty-five subtest patterns were found in one or more of the groups studied (see Table V). A description of the eight subtest patterns will be found at the end of this report.

An inspection of Table V reveals the following information:

1. Pattern VII was frequent in all four groups.
2. Patterns III and VI were frequent in both the learning/difficulty and language/difficulty groups.
3. Patterns IV, V and VIII were frequent in the learning/difficulty group.
4. Patterns I and II were frequent in the language/difficulty group.

The major trend here is for intellectual inconsistency to be generalized in the total group of ninety-three students. The learning/difficulty and language/difficulty subgroups, however, present more specific patterns of intellectual inconsistency.

The presence of specific subtest patterns in a group of students who do not reveal any major frequency of emotional difficulties should stress caution in subtest pattern analysis along clinical lines when language or learning difficulties are in evidence.

TABLE IV *

FREQUENCY OF FIVE WISC SUBTEST PATTERNS IN FIVE GROUPS OF STUDENTS

Subtest Pattern	General Learning Difficulty N=21		General Language Difficulty N=19		Remedial in one Subject Area N=28		Without Learning or Language Difficulty N=25		Total Group N=93	
	n	%	n	%	n	%	n	%	n	%
I	11	52	6	32	4	14	2	8	23	25
II	12	57	6	32	12	43	4	16	34	36
III	16	76	10	53	14	50	14	56	54	58
IV	14	67	12	63	18	64	8	32	52	56
V	10	48	15	79	10	36	6	24	41	44

* Percentages based on total for each category.

Patterns: I. Performance IQ ten or more points higher than Verbal IQ.

II. Coding is among the lowest subtest scores with a scaled score of nine or below.

III. Digit Span Forward is two or more points higher than Digit Span Backward.

IV. Similarity is three or more scaled points higher than coding.

V. Arithmetic is three or more scaled points higher than vocabulary.

TABLE V *

WISC SUBTEST PATTERNS FOUND IN
ONE OR MORE GROUPS OF PUPILS

Subtest Pattern	General Learning Difficulty N=21		General Language Difficulty N=19		Without Difficulty N=25		Total Group N=93	
	n	%	n	%	n	%	n	%
I	10	48	15	79	6	24	41	44
I I	12	57	17	89	13	52	62	67
I I I	18	86	15	79	11	44	61	66
IV	16	76	10	53	14	56	54	58
V	15	71	11	58	12	48	52	56
VI	19	90	16	84	4	16	53	57
VII	17	81	16	84	19	76	75	81
VIII	15	71	6	32	3	12	42	45

* Percentages based on column totals.

SOME CONCLUSIONS

1. Although as a group these students reveal adequate to very high levels of intellectual capacity, this capacity is blocked by moderate or extreme inconsistency of intellectual functioning. This inconsistency is apparent on school-related subtests (Arithmetic and Vocabulary), on subtests requiring spatial ability (Picture Completion, Block Design, and Object Assembly), on subtests requiring conceptualization (Comprehension, Similarities, and Vocabulary) and on subtests requiring sequencing (Digit Span, Picture Arrangement, and Coding).

   These findings stress that intelligence test results should not be used for:

   a. Setting a present level of achievement-expectancy.

   b. "Grade placement" at the secondary-school level.

   c. Rate of progress or learning in a specific subject-matter area.

   These test findings do indicate present level of intellectual capacity and consistency of intellectual functioning.

2. Certain areas of intelligence were not explored in this group of ninety-three students. These areas were:

   a. Complex evaluative and planning abilities.

   b. Divergent thinking.

   c. Complex memory and retention abilities.

   d. Inventiveness, creativity, and originality.

3. As a group these students present basic difficulties in the following areas:

   1. Skills required for adequate cognitive functioning.

   2. Skills required for an adequate use of the English language.

4. Most of these students present some kind of learning-achievement difficulties. These difficulties involve:

    a. Remedial help in such subject-matter areas as math, reading, spelling and language.

    b. Disabilities and decrements in the global language area.

    c. General remedial help in all subject-matter areas.

    d. Enrichment and facilitation programs to overcome gaps in their backgrounds of general and academic experience.

5. Emotional problems were not frequent in this group. However, negative concepts of self related to learning, vocational choice, and achievement were very frequent. This finding indicates that most of these students need long-term guidance/counseling programs.

SUMMARY

1. Tested intelligence levels ranged from average through very superior.

2. This group of students was atypical as far as intellectual capacities were concerned.

3. Verbal IQ's were not extremely different from performance IQ's.

4. Most of the pupils (73%) presented some kind of learning-achievement difficulties.

5. Five WISC subtest patterns associated with learning and language difficulties were not frequent in this group.

6. Inconsistency of intellectual functioning was frequent.

7. Lack of skills for adequate cognitive functioning was frequent.

8. Lack of skills for adequate language usage was frequent.

9. Emotional problems were not frequent in this group of ninety-three students.

DESCRIPTION OF SUBTEST PATTERNS PRESENTED IN TABLE V

Patterns

I. Arithmetic is three or more scaled points higher than Vocabulary.

II. Arithmetic is three or more scaled points higher than Coding.

III. Picture Completion is three or more scaled points higher than Vocabulary.

IV. Digit Span Forward is two or more points higher than Digit Span Backward.

V. Difference of two scaled points or less between Digit Span and Vocabulary.

VI. Similarities has scaled score of ten or above. Vocabulary has scaled score of ten or below.

VII. Sum of Block Design and Picture Completion is equal to or greater than sum of Picture Arrangement and Object Assembly.

VIII. At least three of the following four patterns present:

1. Arithmetic is three or more scaled points higher than Vocabulary.

2. Similarities is four or more scaled points higher than Coding.

3. Coding scaled score is within the following range: five-nine (5-9).

4. Digit Span Forward is two or more points higher than Digit Span Backward.

Clyde G. Skelly
Ph D

REPORT ON READING

Organization of classes

To capitalize fully on the challenge of a new learning situation, we set up in advance 12 reading sections, using as a basis Paragraph Comprehension scores obtained on the Stanford Achievement Test, Advanced, Form W. This test had been administered in Hartford at the various elementary schools two weeks in advance of the opening of the Program. The average number of boys in each section varied from 5 in the remedial classes to 7 in the transitional classes to 12 in the developmental classes. Several boys were reassigned within the first two weeks of the Program as further diagnostic testing results were studied and pupil response to instruction was observed. Basically, however, the original groups were homogeneous, and the advantages of advance planning were apparent in the prompt adjustment most of the students were able to make.

Instruction in the remedial classes

In the two lowest reading groups, where achievement in comprehension and word skills of the nine boys ranged from equivalency levels of Grade 2 through Grade 4, instruction was planned to meet individual needs in the basic skills of word attack. The teaching of phonics followed the Gillingham system, and students were supplied with sets of phonics cards. The writing of words (spelling) reinforced visual and auditory impressions and provided vocabulary for the simple compositions which the boys wrote each day. Of great advantage to the students in the remedial group was the reinforcement

supplied by the instruction and activities in their English classes. In the lowest section the same teacher taught both the reading and the English class, carrying over into the latter the emphasis on word mastery. In the English classes for the other boys with serious language difficulties, the teachers also emphasized oral reading, provided opportunities for speaking and discussion, reinforced phonetic principles through spelling and in composition encouraged the use of words studied in the reading classes. Three boys who started in a remedial class were promoted to a section in the transitional group during the summer.

One of the most successful activities carried on with individual boys at the remedial level was the use of the Craig Reader, two of which were lent to the Reading Dept. by the Field Services of the H. V. R. H. S. The instrument, designed for individual use, is a replica of a small T. V. screen. Materials printed on plastic strips are projected on the screen, each lesson starting with tachistascopic digit exercises. Phrases and vocabulary words that will appear in the story the student is to read are presented. The student becomes the teacher when he is ready to read the story; he may adjust the rate of speed at which the lines of print appear. When he has finished the lesson by answering questions on the material, he reads the next chapter of the story. This chapter is printed in his Manual. In this second situation he tends to follow the pattern of reading which the instruction encouraged. Three boys who used the Reader regularly for five weeks improved their comprehension level on the terminal Stanford Achievement Test from a grade equivalant of 4.6 to 5.7. These boys had apparently shown no growth in reading for several years, but they responded to a new medium. Boys frequently worked on the Readers during the evening or in a study period.

Materials used in the remedial classes: A Western Sampler and Striving from the Gateway English Series, Level 2, MacMillan: My Kind of Crazy Wonderful People by Wm. Saroyan, stories by Mr. Saroyan which he re-wrote for children disadvantaged in reading but responsive to ideas. Harcourt Brace & World; Favorite Plays for Classroom Reading by Durrell & Crosley, Plays, Inc., Boston; Reader's Digest Skill Builders, Book 3, Grover & Bayle, Webster Pub. Co., Craig Reader Programs: America Grows Series, C-1 and C-2, Westward Movement and The War Between the States; Word Attack Manual, Rudd, Educators Publishing Service, Cambridge; Phonics We Use, Lyons & Carnahan, Follett Publications, Gillingham Phonics Cards, Educators Publishing Service; SRA Laboratory, Understanding the Sentence; an assortment of Classics Illustrated published in comic book format by Gilberton Co., Inc., New York; a collection of children's books borrowed from the Scoville Memorial Library in Salisbury, Conn. and from the Field Services of the Housatonic Valley Regional High School.

The Transitional Group

The middle reading group was made up of 60 boys, taught in 8 sections, whose comprehension scores on the preliminary testing ranged, in terms of grade equivalent, from 5.0 to 8.6. In these classes instruction and activities were geared to the needs of transitional readers. The majority of the boys appeared to have made a good start in their early reading experience. Some had become discouraged by difficulties in establishing the strong word recognition skills that make reading pleasurable; some had lost the motivation for learning that fosters normal skill development.

Again, the work with the transitional group emphasized techniques for identifying words and building vocabulary skills. Opportunity for oral reading was proved daily in most sections. The students liked particularly to read Saroyan's stories in My Kind of Crazy Wonderful People. The texts used were Word Attack Manual by Rudd and lessons in Vocabulary Book 6 by A. Works. Training in comprehension and in specific study skills was based on Our Modern Reading Skill Text Series, Books I and II. These texts provide practice in identifying the organization of ideas, following sequence of events, extending ideas to discover inferences, close reading for details. Also used for training in careful and accurate reading were the exercises in McCall-Crabbs Standard Lessons in Reading, Books D & E. To provide variety, some stories were read on the Controlled Reader. This procedure would not have been satisfactory for a whole section on a regular basis, for the reading rates (Speeds) of the Students varied greatly. Independent reading of paperbacks included, the MacMillan edition of They Were Expendable by W. L. White, as well as the simplified versions of Fail-Safe by Burdick & Lederer and I Always Wanted To Be Somebody by Althea Gibbons, both Falcon Books.

Developmental Course for Advanced Readers

The 23 boys whose performance on the preliminary testing indicated comprehension skills superior to the Grade 9 expectancy level comprised the advanced reading group, taught in two sections. One aim of the instruction in these classes was to encourage the students to capitalize more fully on their superior ability for reading by learning to vary the rate at which they read. With the exception of perhaps one student, they all read everything at the same rather

plodding rate, whether the material was an assignment in a textbook or a light novel. Although they enjoyed reading books, they read very few because of the amount of time involved. There was some resistance to the practice rate exercises at first, for the concept of suiting rate to purpose was a new one. The majority of the boys in the group were, however, venturesome and eager to learn ways to improve their speed and maintain their good comprehension.

The boys practiced in their rooms on accelerators to break down habits of word-by-word reading. They worked in class on exercises in skimming, phrase reading and reading key words. They kept individual graphs, plotting improvement in rate and comprehension on two types of reading material: the graded rate exercises; and ten chapters adapted from the book in the SRA Reading Laboratory IVA College Prep. edition; Maneaters of India. The latter material was included in their text Breaking The Reading Barrier by Gilbert. The graphs were plotted in terms of "Effective Reading Rate"; that is, the number of words read per minute reduced by the percent of comprehension questions missed. Thus a student who read an article at the rate of 300 words per minute and obtained 80% on the comprehension check would achieve an Effective Reading Rate of 240 words per minute.

At the beginning of the developmental course, in the middle, and at the end an estimate was made of the rate at which each boy read a narrative-type passage in a standardized test. His percentage score on the comprehension check was used to obtain an Effective Reading Rate. The goal the class tried to reach was an Effective Rate of 250 words per minute. On the first test three boys achieved the goal, with Effective Rates of 298, 288 and 279 words per

minute. By the end of the Program 13 boys had achieved the goal. The highest Effective Reading Rate was 478 words per minute, based on a score of 563 words per minute with 85% in comprehension.

A second purpose of the developmental course was to encourage vocabulary growth by emphasizing word parts, roots and affixes, as well as association with context. The text used was Vocabulary Bk. 3 by A. Works. Although the students carried out the assignment that involved finding the dictionary definitions for the words, they were impatient with the directions for the exercises that provided practice in using the new terms. On the other hand, a number of students did use words from the lessons in their compositions, and this was a better way to master them. The vocabulary aid they really treasured and used was the copy each boy was given of Roget's Thesaurus in Dictionary Form, edited by Norman Lewis.

All but two of the students in this group began early in the summer to select and read paperbacks. One boy read twenty-four books, all of some quality; several read ten to fifteen. Each boy was given a copy of Tolkien's Hobbit to launch the independent reading program, and the beginning chapters were discussed in class. Six boys in the group went on to read all three books in the trilogy The Lord of the Rings by the same author. It was evident, by the end of the summer that many of the boys were able to read books for pleasure in far less time without loss of comprehension.

The Library and The Independent Reading Program

During the first week of classes all students were taken to the

Hotchkiss Library, where the librarian, Mrs. Mercer, showed them the arrangement of books. Each week most of the reading sections spent at least part of one class period in the library. Most of the boys looked forward to this privilege and enjoyed the opportunity to browse through books and magazines. Mrs. Mercer was always ready to help the boys locate books and information.

In addition to the facilities of the Library, a large variety of paperbacks, displayed on racks in the lounge, was available to students. Reading teachers frequently selected books from the display to recommend to their classes. A new paperback, unabridged with a large print on very pale green paper, known as the Magnum Easy-Eye Books, was very popular in the titles we were able to obtain, such as War of the Worlds, Dr. Jekyll and Mr. Hyde, Wind in the Willows. Although the books are thicker, the ease with which they can be read make them attractive to the boys. Reading charts, with space for each student to write in the titles he read, were posted in the reading classrooms. These charts will be continued during the next two summers. At the beginning of the summer each boy was provided with a list of title suggestions. This list appears at the end of the Reading report.

Five copies of the Hartford Times and two copies of the New York Times were placed every day in the lounge outside the dining room. The newspapers were a popular item among a large group of boys.

Preliminary and Terminal Tests

Earlier in this report reference was made to the Stanford Reading Achievement Test, Advanced, Form W, which was administered to the summer

students in their Hartford schools prior to the opening of the Program. During the final week of the summer session, the boys took a comparable form of the Test, Form Y. The Intermediate edition, Level II, was used with 16 students. The results of the Advanced and Intermediate editions are comparable. The Intermediate edition begins, however, with reading passages written at a slightly lower level of difficulty, affording a start that may have enabled the most handicapped readers to work with more confidence.

During the first week of the Program at Hotchkiss we administered the Stanford Diagnostic Reading Test, on an informal basis in the various reading sections, to the 80 students who had scored below grade expectancy on the comprehension section of the Achievement Test. Besides providing information more specific regarding a student's ability to deal with literal and inferential concepts, this test also explores vocabulary and the mechanics of word attack such as syllabication, sound discrimination and blending. The diagnostic information on individual students hastened the resectioning of a dozen boys to classes where the instruction would better meet their needs. An analysis by the reading teachers of the individual performance of their students on the various sections of the Test provided guidance in planning a more direct and personal program of instruction.

Results of Terminal Testing

Most teachers are aware of the factors in a testing situation that can affect the performance of individuals and distort scores. The fallacies in testing are obvious. Standardized test results when viewed in perspective are,

however, important to both teachers and students in a reading program.

In the graph that appears at the end of the report, the striped bars show the distribution of comprehension scores obtained by the students on the first Stanford Reading Achievement Test. The scores are expressed in terms of grade equivalents. The solid bars indicate the distribution of the scores obtained on the terminal form of the Stanford Reading Achievement Test, which was administered at Hotchkiss during the last week of the Program.

On the first form of the Test, the individual scores ranged from a grade equivalent of 2.2 to 12.3, with the largest concentration at the sixth grade level. The range of scores on the second test proceeded from 3.4 to 12.5 with the largest concentration at the seventh grade level. The median score of the student group increased from a grade equivalent of 6.6 to 7.6. The average gain per pupil was 1.1.

The expected dramatic gains in individual scores occurred; three boys obtained scores slightly lower. Outstanding improvements were increases from a grade equivalent of 6.6 to 11.0; 8.0 to 11.0; 7.0 to 10.0; 4.8 to 7.2; 4.4 to 6.8. In appraising progress in reading it is important to recognize the greater difficulty of advancing from a very low level than of moving up from an already secure level.

Summary of recommendations made to students' schools

Of the summer group the ten boys most handicapped in reading have been recommended for continued training in remedial procedures. Three foreign born boys need special help in learning English. Sixteen students are transitional readers who may not retain the gains they made this summer un-

less they continue to get some training in word skills and in comprehension techniques. Five students in the top reading group will be handicapped in their work in English by severe spelling difficulties.

Long-Range estimates of gains in reading

During the summer the 70 boys who had scored below expectancy level in reading comprehension were given an individual Gray Oral Reading Test. A comparable form of this test will be given near the close of the Program next summer to the 40 boys whose performance on the first test indicated a need for intensive work in the area of word skills. The check-up, a year later, should provide one more indication of the extent to which students are responding to training and experience in the most basic reading skills.

Also during the summer a Reading-Eye Camera was used to photograph each boy's eyes as he read silently a short article of 100 words, appropriate to his reading ability. Normally, eye-movement photographs would be made only of students experiencing difficulty in reading. We wanted, however, to use the films of good readers as models. (As it turned out, the photographs provided evidence to the good readers of habits that prevent some of them from attaining better rates of reading.) Two prints were made of each film; one was given to the owner when the films were explained. The extra prints were filed so that comparisons can be made when a second photograph is made next summer.

For purposes of motivation the photographs are invaluable, for there is no other device that can show the actual pattern of a student's reading. For the Teachers, an analysis of the films has provided a further guide in planning

individualized instruction.

Contribution of Proctors and others to the Reading Program

Had it not been for the enthusiasm, talent and untiring effort of certain proctors, the Reading Department could not have carried on the number of projects reported here. In addition to assuming complete responsibility for taking the eye-movement photographs and developing the films, three proctors (Tom Warrington, John McClure and Barry Svigals) also worked daily with individual students on the Craig Readers. Another group of proctors (Wilson Ben, David Kellogg, Jose Rodriquez, Ralph Vetia, Tom Warrington) assisted the Department by administering the Gray Oral Reading Test individually to some 60 students.

In the evenings proctors in the dormitories listened to certain students as they read aloud, an activity which determined much of the progress these boys were able to make in their overall reading skills.

The Reading Department was also assisted by one of the School nurses, Mrs. Fliakos, who kindly agreed to administer the Telebinocular Survey Test to all the boys in the Program. On the basis of this screening test, several boys will be recommended to an optometrist for eye examinations.

Josephine B. Rudd

Suggestions for Independent Reading

King Must Die

Bull from the Sea

Captain Blood

Sea Hawk

Scaramouche

Fire Next Time

Nobody Knows My Name

Go Tell It on the Mountain

Trustee from the Tool Room

Breaking Wave

Slide Rule

Round the Bend

On the Beach

Wooden Horse

Von Ryan's Express

The Pearl

Of Mice and Men

Red Pony

Travels with Charley

Born Free

Living Free

Forever Free

1984

Animal Farm

Great Escape

Incredible Journey

Rascal

Ring of Bright Water

When Eight Bells Toll

Fire in the Snow

Blue Ice

Ice Station Zebra

She

King Solomon's Mines

Guns of Navaronne

H. M. S. Ulysses

Up the Down Staircase

The Hobbit

Fellowship of the Ring

Two Towers

Return of the King

Jamaica Inn

Catch-22

Exodus

A Single Pebble

Hiroshima

Caine Mutiny

Man Who Never Was

Wreck of the Mary Deare

Manchild in the Promised Land

Black Like Me

Black Boy

Native Son

Adventures of Sherlock Holmes

Adventures of the Speckled Band

Secret Service Chief

Night Flight

Sword in the Stone

O. Henry Short Stories

Death Be Not Proud

Old Yeller

Silent World

Year the Yankees Lost the Pennant

Greek Gods & Goddesses

A Night to Remember

Moonstone

Light in the Forest

Bridge at Andau

Ultimatum

Reach for the Sky

Swiftwater

Balloon Busters

Lord of the Flies

Fail-Safe

Fantastic Voyage

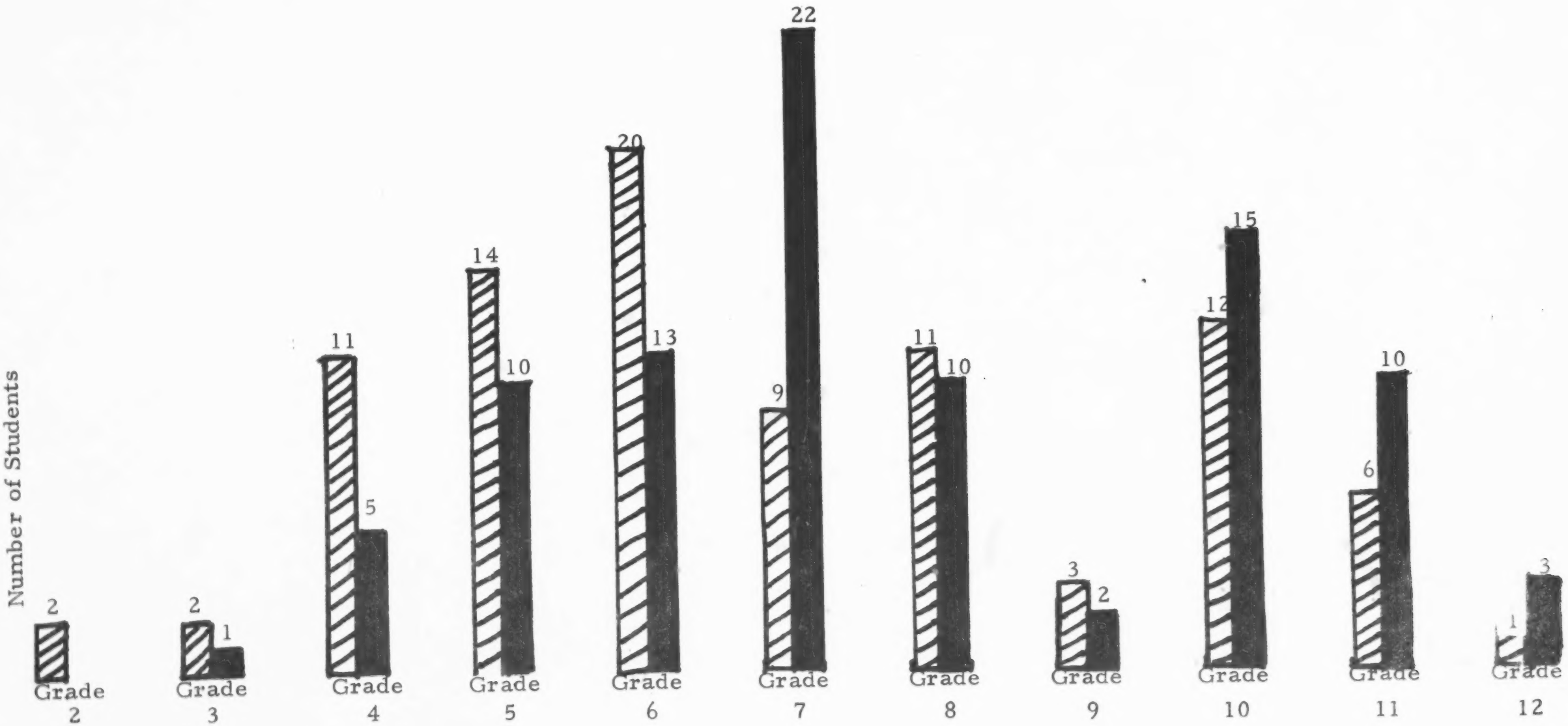
Is Paris Burning?

Figure I

July Form W

August Form Y

Showing Grade Equivalent *of Scores in Reading Comprehension For the 91 Students in the Reading Program.



*Publisher's Norms: Stanford Achievement Test, Advanced

Sample List of Over 600 Paperback Books Used in the Program

Act of Anger
Adventures of Huckleberry Finn
Adventures of Tom Sawyer
Aesop's Fables
All Quiet on the Western Front
Animal Farm
Anna Christie
Around the World in Eighty Days
Arrowsmith
The Assistant
The Babe Ruth Story
Babbitt
The Balloon Buster
Batter Up
Bell Call
Black Arrow
Black Beauty
Black Moses
Blue Ice
Bogart
Breaking Wave
Bridge of San Luis Rey
Bridge at Toko Ri
Big Red
Brown Wolf
Call it Courage
Call Them Heroes
Call of the Wild
Cannery Row
Catcher in the Rye
Champions of the Court
Cheaper by the Dozen
Citizen Tom Paine
Connoisseur's S. F.
Cool World
Courage
Cry, the Beloved Country
The Dark Light Years
Death of a Salesman
Death on a Quiet Day
Diary of a Young Girl
Doctor Dooley
Picture of Dorian Gray
Book of English Poetry
Escape from Colditz
Exodus
The Explorer
Fall of the House of Usher
Fate is the Hunter
The Fields
Fire in the Snow
The Fires of Spring
First Jungle Book
First Man on the Moon
Flight of the Falcon
For Boys Only
Forever Free
Franny and Zooey
Foundation
Ethan Frome
Robert Frost's Poems
Gale Warning
Glory Road
Glass Blowers
God is my Co-Pilot
The Gown of Glory
Grapes of Wrath
The Grass Harp
Great Escape
Great True Adventures
Guns of Burgoyne
Guns of Navarone
Harry Ape
Heart of a Goof
Helicopter Rescues
Highpockets
High Wind in Jamaica
Horizon
The Horse's Mouth
Hot Water
Hound Dog Man
The House of the Seven Gables
How Right you are Jeeves
Of Human Bondage
The Human Comedy
Husky
Ice Station Zebra
I Loved a Girl
Incredible Journey
In Dubious Battle
Inherit the Wind
Inn of the Sixth Happiness
Ivanhoe
Invisible Man
Ipcress File
Best Short Stories
Jamaica Inn
Story of Jazz
Joseph Andrews
Journey to the Center of the Earth

English Department Report

I. Description

The major goal of the English program was closely allied to that of the Program as a whole: to win the boys' confidence and develop their motivation, specifically in the area of English skills. We were assuming, correctly, that most of the boys lacked confidence, strong motivation, and grade-level skills in reading comprehension and analysis, writing mechanics and organization, vocabulary, reading aloud and story-telling, and class discussion. Thus, although ours was not an enrichment program but one in which basic skills were emphasized, we could not in many instances begin by demanding a great deal of the students. We had to appeal to their own abilities and strengths rather than attack their weaknesses; we had to avoid much criticism and be lavish with praise. Above all, each teacher had to get to know his students so that, as much as possible, he could tailor his assignments and classroom activities to the demands and idiosyncracies of each student. Only after all or most of the students had accepted the Program and its purposes could we, with any expectation of success, make specific and directed demands which would begin to remedy their weaknesses while preserving their strengths.

Fortunately, the Department was provided with an exceptional group of teachers, each of whom found his own level in the wide diversity of the students' ability and achievement. Thus Mr. Clinton Ely took the 25 best students and gave them a high-powered course in writing and critical discussion, while Mr. Ed Holland and Mrs. Jeanette Marcucci took the ten to eleven weakest students and worked on elementary reading and writing skills, such as word recognition, syllabication, and pronunciation. Mr. David San

Giacomo, Mr. James Marks, Mr. James Carlisle, and I worked at the various levels between these extremes. We were continually conscious of the great importance and benefits of Mrs. Rudd's Reading Department, so much so that in some cases English and Reading teachers worked quite closely. (The English program was planned with the Reading program very much in mind.) Mr. Holland, in fact, was Reading and English teacher for the weakest few boys during the whole summer.

In effect, each teacher developed his own course so as to suit the demands of his students, who were grouped homogeneously into eleven sections according to their reading comprehension ability as measured by a Stanford Achievement Test (refer to Reading Department report). Therefore, the range of reading materials, writing assignments, and classroom exercises was immense. Each student was given his own copy of a paperback dictionary and the photographic essay, The Family of Man. This latter was chosen so as to provide some thematic unity in keeping with the purpose of the whole Program, but its main value was to serve as a means for harnessing the dominantly visual nature of these boys' apprehension. Thus they could, for instance, be asked to write about a picture by recreating a series of visual details, or write or tell aloud the story behind a picture, or contrast or compare two pictures. Narrative, descriptive, and expository writing could be distinguished as types according to the kind of picture which naturally gave rise to each. About half the sections also used English 2200, a programmed grammar book which allowed each boy to work at his own speed and on his own weaknesses if the teacher so chose. Boys were also allowed to write and speak on whatever subject they wished,

especially at the beginning of the summer, and many took such pride in their written work that they vied for the honor (frequently bestowed) of reading it aloud in class.

There were many other low-keyed approaches, such as having boys work simple crossword puzzles in order to develop their vocabulary. The Death Dealer, a one-act play about dope addiction and pushers by Frederick Dennis Greene, a graduate of Hotchkiss (Class of 1968), was a great success when the boys took parts and read it aloud. And even the slowest students, who had great trouble with apparently elementary reading texts, could read with interest and comprehension such materials as a Look magazine article on Sidney Poitier and the extremely popular Autobiography of Malcolm X.

Much of the work was, however, more directed. All students above the ten or eleven weakest read the equivalent of five of the following representative works, including poetry which was often mimeographed, and most read six or more:

Courage Under Fire (anthology of stories, poems, excerpts)
Best Short Stories (short, short stories)
Great Tales of Action and Adventure (short stories)
Call Them Heroes (short biographies)

novels:

Old Yeller
Shane
Animal Farm
Hiroshima
All Quiet on the Western Front
The Autobiography of Malcolm X
Light in the Forest
April Morning
Call of the Wild
Of Mice and Men

In the more advanced classes, the reading was discussed at good length; in the others, most attention was devoted to writing, grammar, vocabulary building, and language deficiencies. Some classes were drilled

hard on such problems as complete sentences, main clause punctuation, and proper verb endings; others worked on basic techniques for organizing and writing a brief composition; still others worked regularly on oral language patterns, which seem to form the basis for most grammatical and many spelling mistakes. One effective but time-consuming exercise was to tape-record a brief story which incorporated errors which the students made in tape-recording (or writing) their own stories; then the students were asked to identify and correct each error as they heard the story played (and replayed) on the tape recorder.

In every section except the lowest two or three, the students did some writing practically every day and in some cases twice a day. Such a substantial dose was made possible by our schedule, which gave each boy 9 English periods a week and thereby three days on which he had two English periods. The second period on these three days was usually used as a supervised study period in which the boys could work on their English assignments, usually writing, while their teacher was there to supervise and guide them.

II. Results

Inevitably, some students in almost every section were not willing to accept the demands of a strongly directed approach. But every teacher found that a time came when he had no choice but to make greater demands on those students who seemed ready, and do his best to help the resistant ones do at least some work. Most of the boys made noticeable improvement, and some who remained resistant in their English classes were highly responsive in Reading or Math. The English program tried to reach every boy

and treat him as an individual, but there were a few cases in which we could not say that we succeeded.

The dimensions of the summer's gains in English skills are hard to gauge with any precision. The program was not formulated or carried out with any regard to specific standardized testing, except in so far as the Stanford Achievement Test served to section the boys at the outset. It may be possible to find tests suitable for such a program and to administer them uniformly both before and after the summer, but there is a danger in formulating a program which will produce improvement on a specific battery of tests. For instance, some careful work on capitalization during a seven-week program could noticeably improve a student's score on the Language Usage portion of the Stanford. But more basic thinking and communication skills, such as thorough perception, analysis, and organization, seemed more important to us. It is also worth noting that for many boys the summer was devoted to the breaking down of bad habits as well as the building up of new ones, so that standardized test scores might be lower for some boys who were actually thinking about a problem and making mistakes instead of giving the correct response for the wrong reason. Always we stressed the <u>why</u> which lay behind the "right answer".

It is true that a teacher generally sees in his students the improvement he hopes to generate. But there is no denying the overall validity of the teachers' evaluations of their individual students' improvement, <u>or lack of it</u>, during the course of an intensive program such as ours. How accurate our grade-level estimates are, only the students' academic performance can tell. But that there was improvement, in all but nine cases, we have no doubt.

The amount of improvement is, again, hard to determine precisely; in some cases it was deemed to be less than a full grade level, while in other cases (17, to be exact) it was judged to be two full grade levels or more.

Looking at the group as a whole (see Figure I), 61 were rated as below eighth grade level at the beginning of the summer, while only 32 were rated that low seven weeks later. Only 25 were considered to be eighth grade level or above in July, whereas 54 were rated there in August. The accompanying chart illustrates the way the whole group was rated before and after the summer program. Noting the resemblance of the diagram to a city skyline, I like to think that it shows the city of Hartford being given a helping nudge in the right direction.

III. Evaluation and Recommendations

1. Reading: In English classes, a large quantity of reading is not important (nor is it desirable) as long as each boy is involved also in the Reading Department's program. This summer one or two classes tried to read too much. Most important is developing perceptual and analytical skills and an accompanying basic vocabulary for dealing with literature. Therefore, for all but the top students, I recommend a smaller number of works, more carefully covered.

Call of the Wild and Animal Farm were not well accepted by the majority of students. The former has too Victorian a prose style, while the ideas behind the latter were too concealed. The other reading was well accepted by almost all boys. Next summer, To Kill a Mockingbird should work well, as should The Old Man and the Sea, and more Steinbeck stories.

2. Writing: In this area of the program the students showed the greatest improvement. Most boys probably wrote almost as much in 7 weeks as they normally do in a year of English classes. The advanced students did exceptional work in this regard with a very demanding but appropriate program, except for a resistant few. I recommend keeping the main emphasis in English classes on writing, not forgetting the great value to (and importance for) the boys of having free choice and free expression.

For problem writers (i.e. the majority of our students in July), who have little confidence, are weak in grammar and punctuation, and have little sense of organization, the best method seems to be this: present a writing assignment clearly and thoroughly, help them work on it in a supervised study hall, and (most important) make as few red-pencil corrections and as many complimentary remarks as possible. The more praise a student gets (even if it is barely justified), the better will be his attitude toward written work, his effort, and his improvement. The more pride a boy takes in his writing, the more willing he will be to read his work aloud, to correct his work, and to learn how to avoid errors in the first place. Thus he finds his own reasons to improve his grammar, vocabulary, and punctuation. Adding to the motivation for better writing is the opportunity to have a piece published in the school paper. Such publication also provides less able or imaginative students with models to emulate.

3. Vocabulary: As far as possible, vocabulary words should be drawn from the reading or from class discussion. Some meaningful context should always be provided (again, I am excepting the very best students, who

are capable of adding assigned words onto an already substantial vocabulary.

4. Grammar and Punctuation: English 2200 seems to be a good system, though a teacher must know the level of each student so he can be started at the proper point in the book. Grammar and punctuation rules cannot be considered as learned until they are applied consistently in the student's own writing. It is one thing to do drills on a single principle; it is quite another to put numerous principles into practice at the same time. Repeated drills on the same rule are stultifying: many boys quickly lose interest and do worse instead of better.

5. Speech: Tape recorders are a must, for recording speeches, stories told or read aloud, and debates, as well as for presenting pre-recorded language usage and critical listening programs. Every boy should participate orally at least twice a week in some substantial way; preferably one instance should be formal and demanding, the other informal and permissive. Some of this will surely be done in the Reading Program or in Guidance sessions.

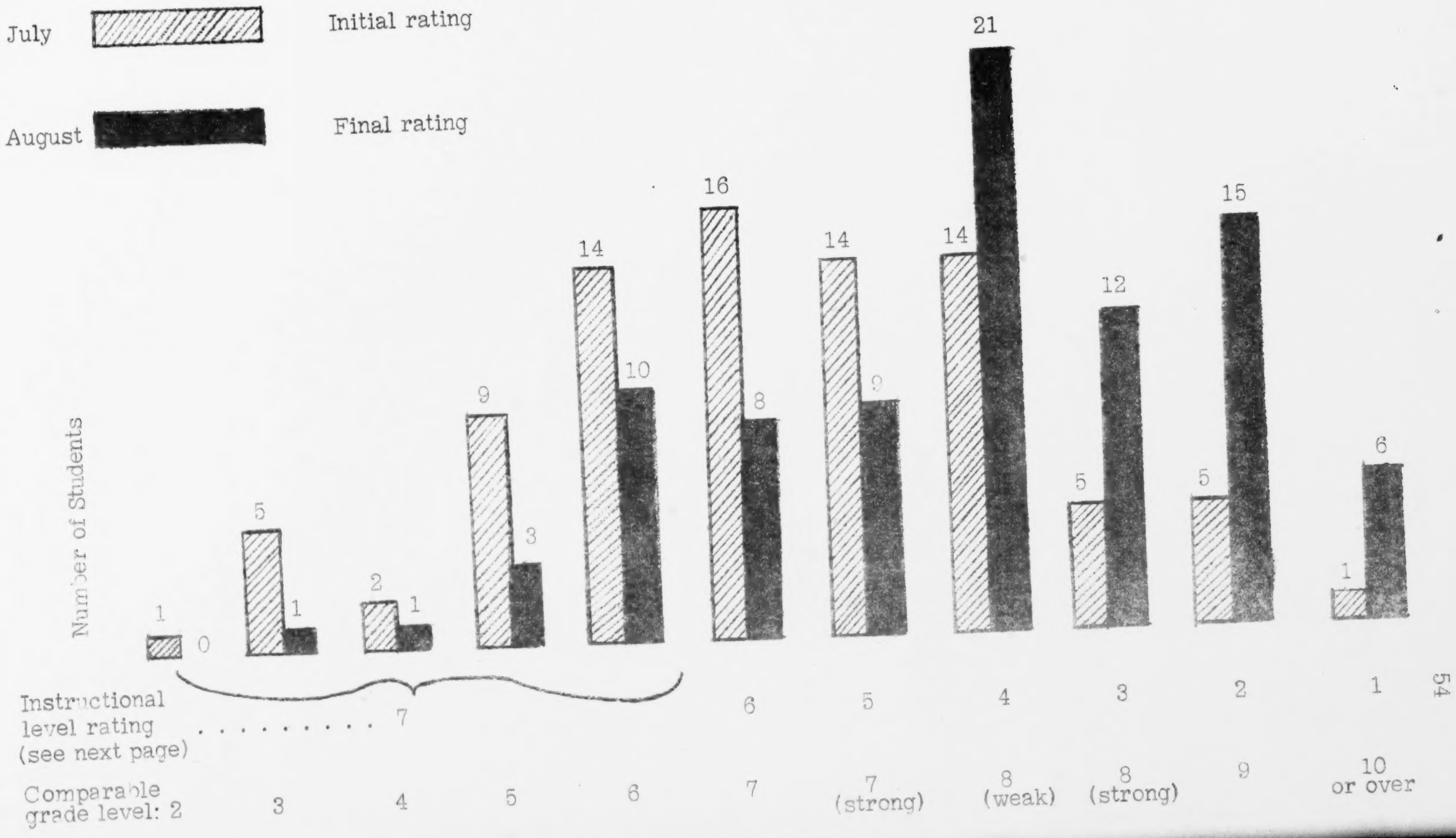
6. Scheduling and Sectioning: Homogeneous grouping is a necessity. The least able students should be in very small groups, of four to six; the better students thrive in larger sections, of ten to twelve or thirteen. Thus the Department should be staffed by at least six full-time teachers. The nine-class week works well, especially the three supervised study periods. Time for individual conferences with students should be available and more frequently used.

Christopher Carlisle
English Department

2

Figure I

Showing Grade Equivalents of Students' Ratings by English Teachers



March 1968

GRADE EIGHT

RATING SCALE FOR TEACHER ESTIMATES

Rating	Definitions	Category
1.	Student's instructional level in the subject is above Grade 9.	Superior
2.	Student's instructional level in the subject is at Grade 9.	Above Average
3.	Student's instructional level in the subject is at Grade 8--strong Grade 8 student.	High Average
4.	Student's instructional level in the subject is at Grade 8--weak Grade 8 student.	Average
5.	Student's instructional level in the subject is slightly below Grade 8--student in need of subject-matter review rather than remediation.	Low Average
6.	Student's instructional level in the subject is at Grade 7--student is in need of remediation in the subject.	Below Average: Remedial
7.	Student's instructional level in the subject is definitely below Grade 8--student's instructional level is at Grade 6 or below.	Below Average: Disability

EDSEL FORD MEMORIAL LIBRARY

The Hotchkiss School
Lakeville, Connecticut

Office
The Librarian

August 16, 1968

Father David Kern
Hartford-Hotchkiss G.O. Program
Lakeville, Connecticut

Dear Father Kern,

In the first summer of the 1968 program the boys have used and enjoyed the library extensively. This year, for the first two weeks, classes were brought in daily, and instruction given in the use of the card catalogue, periodical guide to literature, encyclopedias, dictionaries, college handbooks etc. This will prove of great help. I found some of this group especially interested in science, and they became avid users of the "Life" science series. Others found music and sports books enjoyable in their free time. The library was open earlier and later which proved helpful. An effort was always made to provide individual attention. I am hopeful the boys will use the library to an even greater extent next summer.

Respectfully yours,

/s/ Jane C. Mercer

MATHEMATICS DEPARTMENT REPORT

OBJECTIVE

The objective of the first-year program in mathematics was to introduce to each student topics taken from a first year study of algebra. Since it was not the intent of the department to merely present the first seven weeks of elementary algebra, topics for study were selected from the entire range of possible areas of study in a first course in algebra.

It was with the full realization that many of the students in the program would be deficient in their arithmetic abilities that an algebraic program was undertaken. Two worthwhile objectives, it was felt, could be realized from this approach: 1) The students would be given an introduction and an opportunity to work with materials that many were already scheduled to study in the ninth grade, and 2) The material would be new and not merely a rehash of what they had studied in grades seven and eight. In the opinion of the mathematics department, the second of these objectives was a crucial one, for it gave each student an opportunity to come to grips with, under what might be considered optimum study conditions, sound mathematics and to experience a certain degree of success. It was felt by the members of the department that a majority of the students responded favorably to the program and that further algebraic study was, therefore, in order.

While reading ability took first precedence in arranging each boy's schedule for the summer, an attempt was made to group the students according to their computational skills as indicated on preliminary tests

administered by the reading department. During the course of the summer obviously misplaced students were shifted to sections where the work would be more challenging and/or less demanding. All students, however, were exposed to essentially the same topics in algebra. Remedial work in arithmetic areas was handled on an individual basis as the need manifested itself.

COURSE OF STUDY

A textbook, which was composed by the mathematics department of the summer program, was used by the entire department. Each student was supplied with a copy of the text and adaptations were made by each teacher as the needs of his classes called for them.

BRIEF OUTLINE OF TOPICS

A. Mathematical Sentences

1. Statements and truth value
2. Open Sentences (equations and inequalities)
    a. Universal set
    b. Solution set
    c. Equivalent open sentences
    d. Translation of English expressions and sentences into mathematical symbols

B. Operations with signed numbers

1. Addition (subtraction)
2. Multiplication (division)

C. Elementary symbolic logic

1. Logical symbols and their meaning

a. Negation

b. Conjunction

c. Alternation (disjunction)

2. Compound mathematical sentences with conjunction and alternation (Note: the two top sections worked with quadratic equations and inequalities in factored form.)

D. Linear graphs

1. Union and intersection of graphs

2. Linear graphs to determine solution set for open sentences

E. Polynomials

1. Combination of like terms

2. Multiplication of polynomials

a. Product of conjugates (sum and difference)

b. Square of binomial

c. Binomial times binomial

d. General product of polynomial times polynomial

F. Exponents

1. Multiplication law

2. Division law

3. Zero exponent

TEACHER RECOMMENDATIONS

At the end of the program each teacher was asked to make a recommendation concerning further mathematical study for each of his students. Observations in such areas as quality of daily work, retention of material as

indicated by quiz results, ability to grasp abstract concepts and work with them in class and on daily assignments, and general, overall improvement and progress during the summer formed the bases for each recommendation. As the figures below indicate, 63% of the students were recommended for some form of algebraic study in the ninth grade. Of those remaining, 30%, or some 30 students, it was felt, would benefit from a good course in mathematical concepts that are crucial to any real understanding of the algebra. As described to the department, the course in Pre Algebra offered by the Hartford Public School System should meet that need. Two students have been recommended for a course in personal mathematics and two students have been recommended for a geometry honors course.

RECOMMENDATIONS FOR 9TH GRADE STUDY
MATHEMATICS

Pre Algebra	33%
Algebra I (general)	32%
Algebra I (college)	27%
Algebra I (honors)	4%
Geometry (honors)	2%
Personal Mathematics	2%

RECOMMENDATIONS

1. Staff

   Four full time mathematics teachers should be retained. With four teachers this summer we were able to maintain an average section size of 12 students which was very desirable. It was also possible to work out a schedule of teacher-supervised study periods which will be mentioned in recommendation number 2.

2. Supervised study periods for mathematics

Supervised study periods for mathematics should be continued. With a staff of four teachers, it is possible to assign just two sections to each teacher. With this much freedom in his teaching schedule, each member of the department can meet each of his sections twice on Monday, Wednesday, and Friday. The second meeting on each of these days can be used for working on the day's assignments.

3. Textbooks

It became apparent, after just a few days of the program, that the text was far too verbal for the reading level of most of the students. As the summer progressed, more and more students were able to read and "study" the material in the text, but for the first one-half to two-thirds of the summer, the text served little or no purpose other than to provide examples and exercises for the assignments. Thus the textbook (particularly for the first summer of the program) should begin with reading that is at a very elementary level. The reading should increase in amount and difficulty as the course progresses and the reading level of the students improves. Any text that is used must have an abundance of exercises for the various topics that are studied. The book that was created for this past summer's course seriously lacked in this respect making it necessary for each teacher to create additional homework exercises.

4. Mathematics department offerings for the second summer

a. Courses

There will probably have to be four separate courses offered for the second summer of the program.

1) A course in remedial algebra (for credit) for those students who studied algebra in the 9th grade and failed to pass.

2) A course in algebraic topics (similar to the course offered this summer) for those students who took the Pre Algebra course in the 9th grade and who will be taking an elementary algebra course in the 10th grade. This course should not be confused with number 1) above which will have to cover many more topics (and probably cover them more quickly) than will be the case for number 2).

3) A course in algebraic topics for those students who successfully completed Algebra I (general) in the 9th grade and who will be studying Algebra II (general) in the 10th grade. Topics to be included in this course can be determined by consulting with the mathematics departments of the Hartford Public School System.

4) A course in geometric proof writing for those students who will be taking geometry in the 10th grade. It should be noted that any student who is taking course number 1) above for credit in Algebra I (college) and who would, if successful in the summer make-up work, be rescheduled for geometry, should also be scheduled next summer for this course. Thus there may well be a small group of students who will have two math courses next summer.

b. Textbooks

When feasible, the textbooks should be borrowed for the summer

from the Hartford Board of Education. The recommendations listed below are based on a list of textbooks that are being used in the 1968-69 school year in Hartford, Connecticut.

1) For courses 1) and 2) above, copies of Elementary Algebra by Edgerton and Carpenter, revised by M.R. White.

2) For course 3) above, copies of Algebra Second Course by Mayor and Wilcox.

3) For course 4) above, consideration should be given to the department writing their own text.

NOTE: If scheduling permits, there should be separate sections of course 1) above; one for students who have failed Algebra I (general) and one for students who have failed Algebra I (college). The latter group should use for a textbook: Modern Algebra Structure and Method by Dolciani, Berman, and Freilich. This group would be the ones to study course 4) in addition to their remedial course.

5. Coordination with the Hartford Public School System

The program for next summer, as outlined in recommendation 4 must be coordinated closely with the Hartford Schools. It is imperative, prior to making up a boy's schedule for next summer, that we know 1) what he has actually studied during his 9th grade in mathematics and 2) what his schedule calls for in the 10th grade in mathematics. Such a program, as outlined above, should meet the mathematical needs of every boy in the program, but we

must, in order to give each boy the full benefit of such a diverse program, have the information indicated above before the start of the second summer. It will be necessary for the head of the mathematics department to be in close and constant contact with the director of the G. O. Program and the guidance counsellors in Hartford to see to it that the necessary information is obtained in time for proper scheduling for the second summer of the program.

C. Arthur Eddy
Department Chairman
Mathematics Department

GUIDANCE PROGRAM

A. Random grouping

B. 1st year 9th grade G.O. students

C. Average class size - 10 students

D. Meeting - 3 times a week

The summer counseling program included a continuance of group counseling sessions with student participation, to enable boys to analyze their scholastic difficulties, as well as problems concerning: parent-student relationships, teacher-student relationships, study habits, peer group interaction, haircuts, modes of dress and school activities. (Other problems arising from discussions of this type included: dope, gangs, etc.)

The theory being that students can help each other solve various difficulties, which they may encounter within themselves, thru the "eyes and voices" of others.

A program of this type will also allow for individual counseling as the need arises. Another outcome of group counseling will be to lend insight to the group leader (counselors) for necessary follow-up referrals during the academic school year. Pupil personnel services would also be readily available if necessary. These would include the social worker and psychological examiner.

Hopefully, students will be selected homogenously next summer for the groupings to a proper leader to encourage more self help and eliminate the difficult task of incorporating "group feeling" and initial "silent" periods.

The two other part time counselors agreed to the above proposal and further added a specific breakdown of abilities and discipline problems. We all felt, naturally, that the group counseling, not information giving, per se, is the essence of facilitating a more meaningful relaxed approach toward the students total education.

We are also hopeful that the counselors gained valuable evaluation results from the check lists that appear in the last part of this report. The students were asked to omit their names and use check responses to eliminate any form of identifying the students. The majority of the boys were quite mature in their reactions, responses and interest in this type of seminar group setting.

The last section includes a statistical analysis of the various feelings of the group members and any recommendations for next summer.

Richard D. Peoples

Final Tabulations from Mr. Holland, Mrs. Marcucci, Mr. Peoples

1.	To me, the group was very helpful	36
	a little helpful	21
	no help at all	
2.	In the group, I felt free to express myself	64
	somewhat free	23
	not free at all	3
3.	Concerning other members of the group	
	I learned a great deal	42
	I learned some	46
	I learned nothing	1
4.	In relationship to the group, the group leader was	
	highly effecti ve	52
	effective	36
	not effective	2
5.	The members of my group formed a closely-knit group	38
	a somewhat close group	49
	did not form a group	3
6.	In the group, I participated fully	38
	little	30
	not at all	2
	some	20

7. As the summer progressed,

I changed my opinion of the group a great deal	40
I changed my opinion somewhat	38
I did not change at all	12

8. My opinion changed

favorably	63
negatively	13
no change	14

9. In my group, the initiative to get the group going was taken by

no one	1
one person	9
two people	19
all of us	60

10. In future programs, groups should be included 62

should not be included	3
should be optional	15
no opinion	10

CULTURAL TRIPS

During the summer, the G. O. boys visited the following places:

Bash Bish Falls

Howe Caverns

Hyde Park

Kent Falls State Park

Music Mountain

Peabody Museum and Yale Art Gallery in New Haven

Springfield, Mass. Basketball Hall of Fame

Tanglewood

Westminster School, Simsbury, Conn. for field day activities.

At the school, they enjoyed:

The Berkshire Quartet

A Title III visit to Hotchkiss of families and members for a meeting and picnic

Put on a play, "Curse you, Jack Dalton" in the Auditorium

Movies every Saturday evening

ATHLETICS

Every attempt is made to see that athletics are a vital and integral part of each boy's life while he is at Hotchkiss. The Program has four major objectives.

1 - to give the boys healthy recreation and exercises both indoors and out,

2 - to build in them a variety of different athletic skills and abilities,

3 - to teach and promote teamwork and good sportsmanship, and

4 - to cement the school together and give it unity through competition with other schools and summer programs of the area.

Mr. Apostoli Fliakos, athletic director, was in charge of all aspects of the sports program. Coaching of teams and refereeing of games was done by the twenty proctors, and, in competitions with outside schools, by various faculty members.

The afternoon was divided up into two periods, from 2:15 to 3:45 and from 4:00 to 5:00. Intramural games were played during the first of these periods, and the second was reserved for special athletics.

The intramural games were set up as follows:

Ten teams of about ten students each were formed and named after Connecticut colleges. In charge of each team were the two proctors who lived with that group of boys.

These teams were then divided along dormitory lines into two leagues, Northern and Southern, each of which contained five teams.

Intra-league competition went on during the summer in basketball, touch football, volleyball, and softball, all during the first athletic period. The teams played each team in its league in every sport, and points were awarded to the winners of each game.

During the last week of the program, playoffs were held between the Northern and Southern league champions in each of these four sports.

The later afternoon period was devoted to free swimming, or instructional swimming in the pool and the lake, canoeing, and recreational basketball.

One day each week this period from 4:00 to 5:00 was set aside for challenge games. During this period any team could challenge any other team, whether or not they were in the same league, to competition in any of the four main sports. This enabled special rival teams to play each other even if they were not scheduled to play during one of the 2:15 to 3:45 periods.

One entire afternoon of each week was devoted to electives; the boys could do any of several special activities: tennis, golf, swimming, canoeing, and horseback riding.

In addition to the above, each boy made one over-night camping trip with his proctors and Mr. Fliakos. This camping was done for the exercise, experience, and to help the boys learn to appreciate the beauty of nature and the vitality of the outdoors.

INFIRMARY REPORT

Except for the ordinary colds, bruises, sprains, etc. that 100 boys gathered together for 7 weeks are bound to experience, the Infirmary section of the Summer School moved along uneventfully.

We lost a boy who had unfortunately fractured a leg on the athletic field and so was unable to participate in the sports part of the program and was withdrawn by his family.

Comforting the homesick at first; thereafter handing out cold pills, Ace bandages, giving allergy shots, etc. was the routine of the twice-daily Sick Call Clinic, as well as, of course, always being ready for any emergency. The Infirmary was covered on a 24-hour schedule by two nurses, dividing the time between them.

Dr. F. E. Smith, Jr., the regular doctor of the Hotchkiss winter school, called daily to see all who needed his attention.

As a group, the general health was good.

Mrs. Walton A. Green,
Nurse

The Art Program

The Art Program operated on a club basis, meeting evenings four times a week. As attendance was voluntary, the number of students ranged from two to twelve.

Originally, the class was organized so that all were sketching a certain object and were instructed in basic drawing skills. This was done at the request of the majority of the students. It was soon apparent that this arrangement was too structured allowing for very little individual creativity. What was eventually adopted was a scheme that permitted the student to use whatever medium available and create what he pleased. The inherent problem is that so much freedom leaves the student with the burden of choosing what to do. Therefore, several mediums were suggested, and their potential scope of expression was demonstrated by the instructor. Once the imagination of the student has been reached by the exhibited possibilities, the student usually embarks on his own. The most valuable time spent by the instructor was in the demonstration of what possibilities existed to the student.

In this situation it was not worth while to attempt to push the student in any particular direction. The purpose of the Art Program was not, in the end, one of instruction. Rather, it offered the student as many tools of expression as were available in order to allow the greatest amount of individual creativity.

Philip B. Svigals

The Music Program

The Music Program depended on the ability to coordinate all levels of talent and musical ability into a single cohesive body. There was not enough time, nor were there enough instructors to give individual assistance apart from that offered in a group situation. It was attempted, therefore, to organize all the students into a single group, even those just beginning to learn. The songs were arranged so that each had a part to play commensurate with his ability. In doing so, each student could play at his own level and still feel an integral part of the group. The success, of course, depended on the versatility of the instructor to teach several instruments and his ability to satisfactorily arrange the music in such a way as to include all those interested in participating.

Philip B. Svigals

MUSIC

The formal music in the Hartford-Hotchkiss 1968 summer G. O. program consisted of developing a group of six wind instrumentalists. The group met four nights per week. Attendance was excellent, and a marked progress in the technical and musical skills of each student was most evident. Two performances were given - one for parents, and the other for the student body. In each performance the musicians showed confidence in performing before an audience. I felt the reaction of the audience in both of these performances was most enthusiastic. A tape recording of the last concert is available upon request.

Musical arrangements were written for the group after it became apparent that they could not successfully copy the music they wanted to play. The students reacted favorably to this organizational approach, and they made marked gains in the interpretation of the musical arrangements.

I would like to suggest that the music program be examined with regard to incorporating creative music into a classroom situation. Private lessons should also be made available for those students interested in perfecting their skills. Programs of this kind can be kept on a volunteer basis. Time for such endeavors seems to run at a premium! I will be happy to furnish detailed information on the nature of classroom music if the interest is shown.

I look back on my experiences this summer, hoping to duplicate the

enjoyment I found in working with these students; also, hoping to expand music by making some experiences in music available for the untrained, but vitally interested, youngster.

David Sermersheim
Music Department

INTERIM BUDGET
October, 1968

Administration	$34,609.00
Health Services	3,044.00
Plant Maintenance	5,092.00
Fringe Benefits	2,550.00
Food Services	15,066.61
Students Laundry	1,258.00
Pupil Transportation	786.00
Athletics	355.22
Materials, supplies, testing	3,023.47
Cultural Stimulation	1,193.60
	$ 66,977.90